

## Pear Tree Writing Culture - September 2015

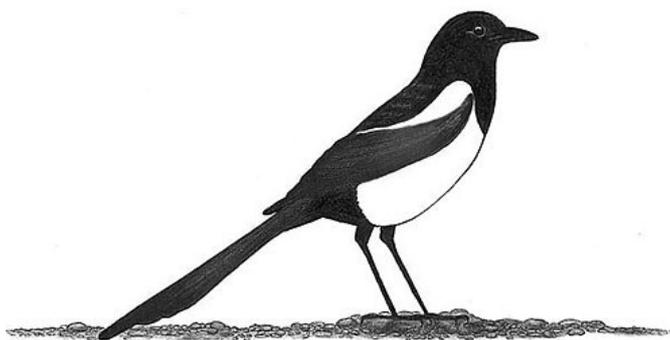
### Aims

We have developed a culture where children feel free to write and are inspired by our rich wealth of books and cross curricular experiences but we can make it better. We want all children to enjoy being writers, to talk in the language of writers, make links to their reading and have high expectations. There should be no limits. We can do this by developing as writers alongside the children in order to have a deeper understanding of the writing process.

### Pear Tree Writing Culture: What it should look like.

- Distinctive, original, thematic curriculum to suit the needs of the children. Book rich curriculum, quality texts used as a focus for writing.
- Environment celebrates writing, a language rich curriculum. Displays are labelled, writing is celebrated and books are displayed. You may have favourite quotes, top tips from authors, publishing walls.
- Role Play. All classes to have role play areas which can be used and linked to writing.

### Magpie books and a Creative Writing Journal.



**KS1** have a Magpie Book for the class to collect new and unusual and favourite words, which can be referred to when writing. Words can be collected in Guided and Independent reading sessions including visits to our library.

**KS2** each child to have their own Magpie Book to use alongside their Writing Journal and when reading to collect new and interesting words. Magpie Books can be used in class sessions when researching specific types of words e.g. reading sports reports in newspapers, "low-slung, laser-like ground strokes," "propels his forehand with the force of a kicking horse."

- Talk in the language of a writer, talk about being a writer, have your own journal, use your own writing in lessons, write alongside the children. By writing yourself you will get gain a deeper understanding of the writing process.
- Develop the model of a writing workshop which should happen four times per week producing a piece of writing each time and an extended piece. (\* to be discussed).

Teach the technical structure of writing but more importantly the assembly and development of ideas.

The emphasis needs to move away from a focus on the end-products, the frames (pedagogic scaffolds, genres, text types, form) and more towards the shaping of writing at the heart of composition ..... putting things together.

We need to help children structure their ideas. This needs to be built in to your lesson and given time.

- Children need time to respond and edit their writing and be shown how to edit so they are not copying out chunks of writing.
- Compile a writer's toolkit, refer to effect on reader and how to achieve that. Don't use a tick list but discuss issues of quality ..... how well the language feature was used rather than if the language feature was used.
- Marking has to be constructive in moving the writing on. Comment on how the writing made you feel and how they achieved that and its effect on the reader.
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Examples:

"Your description of the forest made me feel scared. Good use of short sentences and careful word choices e.g. the branches snapped. Your description of the main character's reaction got me involved. 'His pulse raced. Feet shaking on every shuffled step' Good use of alliteration. Would re ordering sentence have a stronger effect?"

Use the Library as a class to magpie ideas from authors, compare, openers etc.



- Use *Class Reader* as a stimulus. Make sure your book is read regularly in order for children to stay involved in the story, gain insight into the author's techniques and understand the structuring of a story.

Celebrate writing by publishing in journals, displays, class book, hand-made books, share with other classes, use for a real purpose.

## **Creative Writing Journal Ideas**

<http://www.creative-writing-now.com/creative-writing-journal.html>

